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Acronyms

AIR	American Institutes for Research
AMHON	Honduran National Association of Municipalities
AMO	Association of Municipalities of Olancho
AOR	Agreement Officer's Representative
ASONOG	Association of NGOs
CIPE	Centro de Investigación, Planeamiento y Evaluación
COMDE	Consejo Municipal de Desarrollo Educativo (Municipal Committee for Educational Development)
COP	Chief of Party
COPRUMH	Colegio Profesional Union Magisterial de Honduras (Professional Association of the Teachers Union of Honduras)
CSO	Civil Society Organization
DCNB	Diseño Curricular Nacional Básico (National Basic Curriculum)
DIGECE	Dirección General de Evaluación de la Calidad de la Educación
EFA	Education for All
EFA-FTI	Education for All-Fast Track Initiative
EQUIP	Educational Quality Improvement Program
EROC	Espacio Regional de Occidente
FEREMA	Fundación para la Educación Ricardo Ernesto Maduro Andreu
GOH	Government of Honduras
GSC	Grupo de Sociedad Civil
IDP	American Institutes for Research's International Development Program
INICE	Instituto de Investigación y Capacitación Educativa
M&E	Monitoring and Evaluation
MIDEH	Mejorando el Impacto al Desempeño Estudiantil de Honduras (Honduras Improving Student Achievement Project)
NGO	Non-Governmental Organization
PIER	Pro-Integración Educativa Roatan (Partners for Education Roatan)
SE	Secretaría de Educación
SBE	Standards-Based Education
STTA	Short-Term Technical Assistance
T CPP	Teacher-Citizen Participation Project - EducAcción
TH	Transformemos Honduras
UMCE	Unidad de Medición de la Calidad de la Educación
UNAH	Universidad Nacional Autónoma de Honduras
UPN/UPNFM	La Universidad Pedagógica Nacional Francisco Morazán
USAID	United States Agency for International Development

I. Project Summary Update

This quarter the Honduras Improving Student Performance Project (MIDEH Project) continued to provide technical assistance to support training, socialization, and evaluation activities carried out by national agencies. National ownership and the sustainability of standards-based reforms are critical concerns for the second half of the project. To complement capacity building in the SE and formation of Honduran professionals, the Project promoted participation by new civil society actors in the movement towards improved quality in education through its sub-grants component.

The major accomplishments of MIDEH Project this quarter were:

- Processing of the 2013 sample-based tests was accelerated so that the Minister of Education could present the national report on January 23 to an audience of government representatives, members of civil society, donors and the media. From January through March, the SE and the MIDEH Project carried out large scale socialization of the results at the departmental, district, school and classroom level. The socialization helped teachers and administrators to strengthen curricular standards which have not been mastered by students.
- The Project made evaluation results broadly available to parents, communities, local government authorities, and NGOs, and guided communities in the development of a local plan on how to use the results of the testing to improve the quality of education.
- The MIDEH Project developed standardized end of grade tests aligned with the DCNB in the Miskito language in coordination with SE/DIGEIM (Department of Intercultural and Multilingual Education). Some 479 students in first and sixth grades were tested in 11 schools. The initiative established a baseline of student academic achievement in schools that implement the intercultural bilingual teaching model.
- To overcome obstacles in terms of costs and extent of coverage with traditional training, the MIDEH Project contracted specialists to design audiovisual materials that the first through sixth grade teachers could use in self-paced instruction. The 15 "*polimedias*" were filmed at INICE, making use of SE installed capacity which meant significant savings in costs of production. The final products have been in use since February and have proven to be a big hit with teachers. Various mixes of traditional presence and virtual training with *polimedias* are being conducted to determine the optimal mix
- A new subgrant award was made to CADERH for HNL 2,236,000 to implement a program called "Learning with Technology and Innovation," comprising a pilot virtual learning platform for interactive Spanish classes for third graders in selected schools. An application from CIDEH for HNL 2,235,000 had been approved by the TEC to develop a user-friendly municipal education information system to track education statistics and performance indicators.
- Accrued estimated expenditures of \$475,559 for the quarter made total cumulative expenditures nearly \$5.4 million as of March 31, 2014. Cumulative cost share rose to an estimated \$3.2 million with the confirmation of GoH expenditures on evaluation programs during 2012-2013.

II. Education Sector Context

Start of the 2014 School Year: The new school year began on February 1, a full two weeks earlier than previous years. The Ministry of Education's online student registration system made the registration process more efficient; according to reports almost a third of all students were registered using the online system. An important goal for the SE in 2014 is to maintain, and if possible, surpass the previous year's achievement of 200 school days. In order to do so, the SE announced a reduction in the number of vacation days for the current school year. At the opening of the school year, President Hernández announced that his government's main focus with regards to public school education is to "continue to improve learning in Spanish and English, as well as the languages of the future: mathematics and information technology."

New Administrative Appointments within the SE: The first months of 2014 witnessed several personnel changes within the SE. A new Departmental Education Director was assigned to Francisco Morazán. At the SE central level, former DIGECE director Denis Caceres is now director of INICE with an expanded mandate for teacher training and supervision, education evaluation, information technology and research. Claesy Banegas, a SE staff member who has benefited from MIDEH Project training and hands-on experience, was named acting director of DIGECE.

Extended School Day Stirs Debate: In December 2013 the Minister of Education announced plans to divide the school day in two blocks: 8:00 am to 11:30 am and 1:00 pm to 3:00 pm. The initiative is currently being implemented across half of all schools, which translates to 63% of the student population now attending classes between 8am-3pm. The SE argues that this is a major step forward in improving standards since a longer day leads to a better paced and a more stimulating educational experience.

During its initial two months of implementation the initiative has been praised and criticized in equal measure. Recently UNICEF offered public backing, indicating that longer school days promoted better education as well as child protection from violence and abuse for students living in dangerous urban neighborhoods. Meanwhile, various schools and parent associations argue that some schools do not have the basic conditions for the extended day to function. A main concern for parents is students' access to lunch. A ministerial decree was signed ensuring that the government would fund school lunches; however reports indicate that this has failed to be implemented in some schools.

The initiative has affected teachers who previously worked two shifts (morning and afternoon) at different schools since they now can only work one day shift. Overall the SE reports that disruptions have been minimal; of the 7000 schools that are supposed to be implementing the extended school day, only 50 are still not in compliance.

2014 Teacher Recruitment: For the first time in two years the SE carried out large-scale teacher recruitment. The process required candidates to take a standardized test in their given field. These results were scored by a Departmental Recruitment Committee and the candidates with the highest scores were offered a vacancy. A total of 32,000 unemployed teachers took part in the competition for 1,500 vacancies in primary school and 3,500 vacancies in secondary school. According to reports, 70% of teachers failed to meet the minimum standards to pass the test. Parents and civil society members monitored the process in order to promote transparency.

Potential for Independent Evaluation Institute: On February 17, 2014 the new law for Evaluation, Accreditation, and Certification of Education Quality and Equity was published in the official Gazette, giving the SE 90 days to complete the operating regulations to put the law into full implementation.

III. Major Activities Implemented and Progress towards Results

Activities are reported here in line with the Results described in the Cooperative Agreement and in the Annual Work Plan for 2014 as approved by USAID.

Program Result 1: Technical Capacity to Reach EFA Goals under SE Leadership Strengthened

This program result can be divided in two area of concentration: completion of curriculum support materials including school-administered formative tests and consolidation of their use in the classroom; and external student performance assessments.

Activity 1.1 DCNB, Aligned Educational Materials, and School Administered Tests

With the delivery of formative tests and instructions for Pre-Primary Education, and Social Studies and Natural Science last quarter, the MIDEH Project completed work on design of curriculum support materials. In the future, the Project will not be producing new work but will support the SE on revisions and updates as requested. MIDEH Project socializations this quarter and training for teachers continued to include sessions on the DCNB support materials but with greater emphasis on the use of evaluation results by teachers, school directors and members of civil society. Training of trainers and replications of training in these topics now has a new dimension with the use of “polimedias” as further described under Result 2 and in the success story attached to this report as Annex B.

Activity 1.2 System-Wide External Summative Tests

Socialization of the 2013 Test Results

Processing of the 2013 sample-based tests was accelerated in order to complete the analysis of the results before the year’s end and in time to draft the national report for presentation in January 2014 before the change to a new government administration. The national sample test results were presented on January 23 by the Minister of Education to an audience of government representatives, members of civil society and academia, teachers, parents, donors and the media.

During the rest of the quarter, the MIDEH Project and SE conducted large scale socialization of the results of the sample tests in a cascade from the departmental level, to districts, to directors of schools that participated in the sample testing, and to individual classroom teachers. The Project has supported the SE in reaching out to all levels of the Ministry and school system to socialize results early in the school year so teachers and

administrators can effectively use the results to strengthen the curricular standards which have not been mastered by students.

The Project also carried out activities with civil society and especially with MIDEH sub-grant partners to make the evaluation results broadly available to parents, communities, local government authorities, COMDEs and NGOs who are willing to work for quality improvements in education. One such activity was the socialization of results with civil society in Santa Rosa de Copan on February 7 under the invitation of EROC, a MIDEH Project sub-grantee. The result of these socializations is that communities are guided in the development of a local plan on how to use the results of the testing to improve the quality of education. These activities will continue into the next quarter.

Tests in Miskito Language

The MIDEH Project developed standardized end of grade tests aligned with the DCNB in the Miskito language in coordination with SE/DIGEIM (Department of Intercultural and Multilingual Education) originally for use in November 2013. The test application was delayed until February 2014 due to the difficulties of travel and coordination with the SE in the remote locations of schools in the Department of Gracias a Dios. Some 479 students in first and sixth grades were tested in 11 schools where bilingual teachers use Miskito for instruction. The initiative established a baseline of academic achievement in schools that implement the intercultural bilingual teaching model. The test application was external and standardized with high levels of reliability. District school directors were actively involved in the process. Two supervisors were sent to each school. MIDEH Project trained 22 supervisors the day before the test application. The supervisors/observers were participants in the IBE (Intercultural Bilingual Education) program, an activity supported by the USAID EducAcción Project. All were fluent in Miskito and Spanish; ability to read and write in Miskito was tested before being chosen as a test supervisor.

The evaluation revealed a continuing trend, with the Department of Gracias a Dios scoring well below the national average in Reading and Math. Though the evaluation marked the first time end-of-grade tests were applied in many students' first language (Miskito), unexpectedly, academic achievement for 1st and 6th grade students in Gracias a Dios fell in comparison to previous years in which tests were applied in Spanish. All students at schools spoke Miskito fluently; however the degree to which students read and wrote in Miskito varied significantly. In many cases this is related to the origin of their teachers and school principal. If teachers are from Hispanic/Mestizo origins, local students tend to speak in Miskito but read and write in Spanish. As a result these students have extremely limited experience writing or reading in their native language. There were marked differences in writing ability from school to school.

2014 Sample and Census Test Preparations

During this quarter, SE/DIGECE and the Project agreed on the planning calendar that shows critical dates and responsibilities of the SE and the MIDEH Project for the 2014 sample and census tests. The SE bears increasing responsibility for both the test pilot to validate new items and the operational sample tests application in mid-November and census tests at the end of November. The SE has indicated that funding will be obtained for both the sample and census tests; therefore, the Project continues its technical work in increasing the item bank and developing the test formats. There are early indications that

the InterAmerican Development Bank may again support the printing of test booklets, and in March the SE was lobbying the Common Fund for financing of the sample tests.

Training was carried out with teachers selected to develop test items, and production quotas were assigned to each teacher. The goal was to develop 1750 items each for Mathematics and Spanish to replenish the item bank. Throughout March, the MIDEH Project technical team received and reviewed items with the participation of staff from SE/DIGECE. Once the new items have been piloted and analyzed, the Project will reopen the bank for continued item development all year long.

At the end of the quarter, temporary staff members were hired to assist in assembling the pilot test formats for the two subjects, as well as in layout and editing of the tests, with the work continuing into April.

Result 1 Monitoring

MIDEH Project Result 1 indicators related to student academic performance are measured on an annual basis and were reported in the last progress report. Though not within the Project's management control, we report on two national context indicators on an annual basis – desertion and repetition. The 2013 data for these indicators is not yet available from the SE. The Project monitors the use of DCNB materials by classroom teachers (Indicator 12) under Result 1. The results for indicator 12 for 2013 were obtained through data collection by a local contractor. In 2014, the Project intends to include data collection for this indicator in an associated factors study concurrent with the end of grade testing.

Program Result 2: Institutionalizing Educational Quality Inputs

*Activity 2.1 Transferring Technical Capacity to National Institutions; and
Activity 2.2 Financial and Technical Sustainability*

Institutional Capacity and Sustainability

Interviews and research for a baseline study of SE institutional capacity to manage and sustain a national education evaluation system were completed in late December 2013 and a final report was delivered to the MIDEH Project at the end of January 2014. The study was undertaken by an external consultant with the approval of the Minister of Education and the collaboration of the directors of five offices of the SE as well as the participation of the MIDEH Project M&E specialist. The preliminary findings were reported in the last quarterly progress report with the note that the SE observations and concurrence were pending. Despite repeated efforts by the Project team, it has been impossible to capture the attention of the higher authorities in the SE, some of whom are expecting to transition out of the government soon. The MIDEH Project continues to press this point with the SE and recently was referred by the head of the expanded INICE, Dennis Caceres, to his replacement as acting director of DIGECE.

As a result of last year's successful management by the SE of both the sample and census test, the SE has gained additional valuable experience, confidence and ownership in the test processes and products. Already in the first quarter of 2014, the SE/DIGECE

has demonstrated its willingness to expand its role in leading additional steps in the development of the 2014 end of grade tests beyond the logistics of test application.

Independent Evaluation Institute

The MIDEH Project, USAID, and IDB are supporting the SE to produce the operating regulations for an entity which will institutionalize the functions of evaluation, accreditation and certification of the quality and equity of pre-school through secondary education. In a series of meetings beginning in early March, the MIDEH Project deputy director provided various examples of legislation and implementing regulations from other countries, and the draft of a law for an independent evaluation institute for Honduras previously introduced to the congressional docket which serves as a jumping off point for the now required implementing regulations.

It is understood that the Minister of Education intends to issue the regulations as a Ministerial Decree, which may shortcut the process. An independent institute is not anticipated to replace the functions of SE/DIGECE regarding internal evaluations; rather it would be responsible for external educational evaluation.

Training

As mentioned under the Result 1 narrative, the MIDEH Project, along with the SE and sub-grantees, delivered training and socialized the 2013 end of grade test results for a minimum of 16 hours with 869 people this quarter. An additional 254 in-service teachers and 97 administrators were trained for 8 hours. The agenda of these events included topics related to DCNB materials, formative tests, and use of education evaluation results in designing local strategies to improve the quality of education services with tailored reports for schools which participated in the sample testing.

To overcome serious obstacles in terms of costs and extent of coverage with traditional training, the MIDEH Project contracted specialists to design audiovisual materials that the first through sixth grade teachers can use in self-paced instruction. The 15 "*polimedias*" were filmed at INICE making use of SE installed capacity which meant savings in costs of production. The final products have been in use since February and have proven to be a hit with teachers. Various mixes of traditional presence and virtual training with *polimedias* are being conducted to determine the optimal mix.

Result 2 Monitoring

Indicators on number of persons trained are reported quarterly and are presented in the participant training summary table and the PMP indicator table in Appendix A. Two additional indicators are designed to measure increased institutional capacity (Indicator 8) and financial investments in education evaluations (Indicator 7) on an annual basis. The baseline study of SE institutional capacity completed early in the quarter served as the basis to assign a preliminary value for indicator 8. For measurement of GOH investments in education evaluations, SE/DIGECE provided an updated certification of amounts spent on all evaluations in 2012 and 2013.

Program Result 3: Strengthening Civil Society Participation in Supporting Education

One new award was made in this quarter to CADERH for HNL 2,236,000 to implement a program called “Learning with Technology and Innovation,” piloting a virtual learning platform for interactive Spanish classes for third graders. An application from CIDEH for HNL 2,235,000 had been approved by the TEC to develop a user-friendly municipal education information system to track education statistics and performance indicators. These indicators will serve to gauge the quality of education services in schools in two municipalities. The award to CIDEH, a private sector research group, was made shortly after the close of the quarter.

The sub-grant with Transformemos Honduras concluded in the first quarter of 2014. Transformemos Honduras issued its final report on the audit of the 200 school days and presented the results at a public event in January with the Minister of Education and the director of SE/DIGECE present. A sub-grant with AMO due to end in March was extended 45 days to finish in early May.

All awards have been made under the first Annual Program Statement (APS) calling for grant proposals. As of this writing, the MIDEH Project has received over 20 concept papers under the second APS, of which the majority did not meet with approval to proceed to a full application. However, two solid applicants advanced to full application during the quarter and another 4 concept papers are pending feedback from the qualifying review committee. To step up the volume of successful applications, the Project will work with groups of pre-qualified applicants to align their activities with priorities especially related to the preparations for end of grade testing, civil society observation and monitoring, and dissemination and use of evaluation results.

In analyzing parental participation rates in monitoring the quality of education, gender has proven to be a factor in achieving the expected result for parental participation. The Project has now included a requirement in the development of action plans by school directors and civil society groups that the participation of fathers, or other male household members, needs to be expressly addressed. The Project will follow-up with parents, schools and community groups through socialization and training and in field visit observations.

Result 3 Monitoring

Two of the annual indicators included in Appendix A are used to measure civil society participation in promoting improved quality of education – parental participation in monitoring their children’s education and academic performance, and municipalities making use of education evaluation results for planning improvements to and monitoring of the quality of education. Data collection for the two indicators was completed in December 2013. Data collection for these indicators is expected to be included as part of a large Associated Factors study in 2014.

IV. Opportunities, Constraints and Corrective Actions

The MIDEH Project will continue to build capacity within the SE via targeted advisory services, technical assistance, and training workshops. In addition, the Project plans to carry out the post-graduate certificate program in education evaluation and psychometrics

for a third time starting in late June 2014. MIDEH Project will also support the National Autonomous University in developing a curriculum for a Master's Degree in Education Evaluation and Psychometrics. All these efforts combined aim to build a cadre of Honduran professionals who will be prepared to staff a national independent evaluation, accreditation, and certification institute when it is established.

The inattention to date of the SE to the institutional capacity measurement study could be a missed opportunity for the SE to address internal capacity deficits. The MIDEH Project will continue to offer tailored technical assistance and expert consultant services for the most urgent areas identified by the report.

The MIDEH Project has re-engaged with the SE on developing the implementing regulations for the evaluation, accreditation and certification institute. The Project will offer the expertise of its own staff and local and/or international consultants to speed up the process and to shape an implementing regulation that reflects best practices from other countries adapted to the Honduran context. The challenge is to ensure political support for a professional and truly independent institute.

There is a great opportunity in expanding use of the *polimedias* to improve teachers' instructional strategies and to cover gaps in curriculum mastery. The MIDEH Project will work with the SE to produce additional training videos over the next year.

In order to step up the pace and volume of sub-grant awards, the MIDEH Project will assist municipal associations and local community organizations that had proposed very broad education activities, including teacher training, to redesign their proposals to be focused on civil society participation in supporting the end of grade tests, use of results, and formative assessments throughout the year.

V. Coordination with Other Actors

Coordination with other education stakeholders during the quarter is described throughout this report. Coordination with the Ministry of Education continued at a high level with the Minister and his senior advisors as well with unit heads of INICE, DIGECE, Curriculum, and Info-Technology. MIDEH Project staff continues to coordinate work with departmental and district directors as well as school directors especially in the socialization of 2013 evaluation results. With new sub-grant recipients the Project has again expanded its reach to various civil society actors, local governments and the private sector.

The MIDEH Project coordinated closely with EducAcción Project and its partner ANED in the application of pilot tests in the Miskito language in 11 schools in the Mosquitia region in February 2014. The MIDEH Project cooperated with the SE/DIGEIM in the translation and adaption of the Math and Spanish tests to Miskito.

VI. Activities Planned for next Quarter

A. 2013 Evaluation Report and Socialization of Results, Development of 2014 Evaluation Process: The replication cascade of socialization of the 2013 end of grade tests results

will continue into April and conclude in the first week of May. Teacher training and socialization will slow after May as the project gets ready to carry out the pilot testing to validate new test items.

Pilot testing will reach up to 35,000 students and is scheduled for the last week in May or early June. The SE will co-lead with the MIDEH Project in the layout, design, and editing of the test items and test booklets and the selection of education centers for the test application. The SE will take charge of notifications to school directors, packing and distribution of the tests as well as the application with the support of the MIDEH Project. The SE will unpack and scan the answer sheets and will participate in the analysis of the test items which were applied.

B. Capacity-building: The MIDEH Project will work with DIGECE to propose an action plan for technical assistance, advisory services, and training to address weak areas in evaluation planning and technical capacities as suggested by the consultant's report on institutional capacity. The potential units to be supported with technical assistance are DIGECE, Info-Technology, INICE, Curriculum and UPEG. Until the Minister or Administrative Manager indicates in what areas of administration and finances the SE perceives the need for expert technical assistance, those areas will be on hold.

The MIDEH Project is relying more on replication of training for teachers by the SE and by sub-grant partners rather than direct implementation. Leader teachers will complete the replication of training in DCNB materials and socialization of education assessment in their districts in April and early May. The use of self-paced training with virtual multi-media materials produced together with INICE which began in February 2014 will expand with pilots in selected districts to develop a mix of presence and virtual training options.

The MIDEH Project and UNAH will sponsor a third Graduate Certificate course in Education Evaluation and Psychometrics with the first module planned for early June.

C. Civil Society: MIDEH Project will sign a sub-grant agreement with CIDEH in early April. The Project will promote new applications under APS No. 2 at each training event with civil society members and through field visits to increase knowledge of the sub-grant program in three regions – central, western, and northern coast – to reach priority municipalities not yet benefitted. The Project anticipates TEC approval of two sub-grants in the next quarter with awards before mid-June.

D. Project management and expenditures: The Project will replace the Civil Society Participation Coordinator on May 1. Projected expenditures for April through June 2014 are estimated at \$675,000 for home office and field office regular operations and activities, and including \$80,000 for sub grant disbursements against milestones. Expenditures in April with Holy Week holidays are usually somewhat lower than other months, but sub-grant disbursements will boost expenditures.

VII. Financial Summary

At the end of March 31, 2014, the estimated project pipeline stood at \$2.1 million, or total funds needed for about three quarters. The MIDEH Project has documented \$3,233,631 in cumulative cost share from partners including municipalities, NGOs, the SE, and counterpart funding from the Common Fund and other donors which funded evaluation

activities that contribute to Project goals, including pre-university exams and participation in regional and international testing.

Pipeline Summary

Quarter January through March 2014

Pipeline at the beginning of quarter	\$ 2,586,238
New funds Obligation	\$ 0
Estimated expenses during the reporting period	\$ 475,559
Pipeline at the end of the quarter	\$ 2,110,679
Estimated expense burn rate for next quarter	\$ 675,000
Estimated quarters of pipeline	3.0*

* The estimate of quarters of pipeline remaining is not a simple average calculation given that expenditures vary over the year since sub-grant and sub-contract disbursements schedules are not uniform.

Annexes

Annex A: Summary Performance Data Table Indicator Baseline, Target and Actual Values

AO, IR or Sub-IR	Indicator	Unit of Measurement	Disaggregation	Sex		Quarter 1		Calendar Year 2014		Performance Ranking
				Male	Female	Target	Actual	Target	Actual	
Result 1: Better Educated People										
IR 1.1: Improved Quality of Educational Delivery Systems	1.Proportion of students who, by the end of the primary cycle, are able to read and demonstrate understanding as defined by a country curriculum, standards or national experts (F Standard Indicator) *	Percentage	Sex	–	–	–	–	34%	–	85
	2.Proportion of students who, by the end of the primary cycle, are able to perform math operations and demonstrate understanding as defined by a country curriculum, standards or national experts (Project Custom Indicator) *	Percentage	Sex	–	–	–	–	18%	–	85
	3.Percent of students achieving satisfactory or above ratings on standardized tests in Spanish and Math in Grades 1-6 (USAID/H Results Framework and Project Custom Indicator) *	Percentage	Grade, Sex, Locality (Urban, Rural)	–	–	–	–	–	Results for 2013 See Attachment B	85

IR 1.2: Improved Efficiency of Educational Delivery Systems	4.National repetition rates for grades 1-6 (USAID/H Results Framework Indicator, Contextual Indicator)	Percentage	Grade, Sex, Locality (Urban, Rural)	–	–	–	–	–	–	N/A
	5.National dropout rates for grades 1-6 (USAID/H Results Framework Indicator, Contextual Indicator)	Percentage	Grade, Sex, Locality (Urban, Rural)		–	–	–	–	–	N/A
	6.National Average Number of School Days in Session (USAID/H Results Framework Indicator, Contextual Indicator)	Number	Locality	–	–	–	–	200	–	85
	7. Annual GOH expenditures on standardized assessment of student academic performance (Project Custom Indicator)	Amount is US Dollars (\$)	Funds Source	–	–	–	–	1.1 million	–	85
	8.Percent Capacity of a National Institution or Institutions to Manage a National Standards-based Education Evaluation System (Project Custom Indicator)	Percentage	–	–	–	–	–	55%	–	80
	9. Number of administrators and officials successfully trained with USG support (F Standard Indicator)	Number	Sex	128	207	–	–	500	336	90
IR 1.3: More Effective Teaching	10. Number of teachers/educators/ teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support (F Standard Indicator)	Number	Sex	214	320	–	135	3800	534	85

	11. Number of teachers/educators/teaching assistants who successfully complete pre-service training or received intensive coaching or mentoring with USG support (F Standard Indicator)	Number	Sex			–	–	1000	0	85
	12. Percentage of teachers of grades 1-6 who use pacing guides, diagnostic and formative assessments (Project Custom Indicator)	Percentage	Sex	–	–	–	–	75%	–	85
IR 1.4 Increased community involvement	13. Number of municipalities in which community, civil society and local government organizations use evaluation data for monitoring and decision-making (Project Custom Indicator)	Number	Locality	–	–	–	–	40	15	85
	14. Percentage of mothers and fathers surveyed who monitor school and student performance (Project Custom Indicator)	Percentage	Sex	52%	58%	–	–	Male: 57% Female: 62%	–	85

Annex B

2013 Sample Based End of Grade Tests Disaggregated by Grade, Subject, Sex and Locality							
Year	Grade	Subject	National Ave.	Female	Male	Rural	Urban
2013	1	Spanish	71%	72%	69%	69%	72%
		Math	84%	83%	84%	81%	85%
	2	Spanish	71%	74%	68%	65%	76%
		Math	54%	57%	53%	52%	58%
	3	Spanish	38%	42%	35%	31%	45%
		Math	33%	34%	32%	31%	35%
	4	Spanish	55%	59%	51%	49%	61%
		Math	34%	36%	31%	32%	36%
	5	Spanish	72%	73%	69%	66%	76%
		Math	14%	15%	14%	15%	14%
	6	Spanish	30%	31%	28%	24%	34%
		Math	10%	10%	9%	10%	10%

Annex C: Summary of Training Events During the Quarter

Workshop Name	Field of Study (i.e., what did the training cover)	Type of Participant (if available, disaggregate by participant type/gender)				Sex		Total	Dates of training* (include start and end dates)
		Civil Society	Central Government	Teachers	(other)	Female	Male		
Result 1: Better Educated People									
"Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2013 en español y matemáticas" (Segundo Taller)". Workshops held in 17 Departments, excluding Gracias a Dios.	Workshop aimed at increasing awareness and capacity to use 2013 academic achievement results for decision making, as well as use in formative tests and teacher pacing guides.		X			111	104	215	17-28 February
"Matematicas II enfocado en el tema de geometría (conceptos generales aéreas y perímetros)". Roatan/Guanaja	Workshop aimed at increasing in service teacher capacity to instruct geometry.			X		61	13	74	14-15 February
Taller de capacitación en Redacción y Análisis de Ítems	Workshop aimed at building capacity in Item writing			X		25	15	40	21-22 February

Taller de capacitación "importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2013 en español y matemáticas" (Segundo Taller). Francisco Morazán, Copan, El Paraíso, Santa Bárbara, Comayagua, Lempira, Intibuca, Islas de la Bahía.	Workshop aimed at increasing awareness and capacity to use 2013 academic achievement results for decision making, as well as use in formative tests and teacher pacing guides.			X		234	186	420	15-31 March
4 Talleres a COMDEs sobre uso de herramientas alineados al CNB, incidencia educativa, leyes educativas, estadística educativa. COMDEs de Dolores, San Agustín, San Antonio, Cabañas (Copan).	Workshop aimed at building COMDE capacity in key education areas.		X			96	24	120	February-March
Total 16 Hour			335	534		527	342	869	

Note: A further 254 in-service teachers and 97 administrative official received 8 hours of training,

Annex D: Issues encountered and corresponding remedial actions

Result 1: Technical Capacity to Reach EFA Goals under SE Leadership Strengthened		
Issue	Description	Proposed Remedial Action
<i>Delays in the creation of an Independent Evaluation Institute</i>	Lack of political will to establish an independent evaluation institute despite there being legislation in place that permits its creation.	MIDEH Project will continue to build capacity within the SE in the absence of the independent institute. In addition, the Project will lobby for the establishment of the evaluation institute and will offer assistance to write a draft proposal/decreed to facilitate its creation.
Result 1: Technical Capacity to Reach EFA Goals under SE Leadership Strengthened		
Issue	Description	Proposed Remedial Action
<i>Formative tests not available to teachers.</i>	A major component of MIDEH Project's training activities involves motivating teachers to use and value formative tests. As a result, demand for formative tests is on the rise; however these materials were last distributed in 2011.	Present cost-efficient printing options that increase the useful life of each test. MIDEH Project is advising the SE to print the tests on hardback notebooks with students filling out answer sheets or print tests on laminated sheets that have a useful life 3-5 years. These solutions would help increase sustainability of formative testing.
Result 3: Strengthening Civil Society Participation in Supporting Education		
Issue	Description	Proposed Remedial Action
<i>Parents do not have access to End of Grade Evaluation Results.</i>	MIDEH Project's 2013 parent survey highlighted the fact that very few parents were aware of student academic assessment results.	Develop and pilot test parent-friendly student academic achievement reports.